

A COMPARATIVE STUDY ON THE PROBLEMS OF ADOLESCENT BOYS AND GIRLS STUDENTS

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ABSTRACT

Adolescence is a period of stress and storm where both boys and girls face many challenges in their lives. Adolescent students spend nearly eight hours in the school for their academic development. Hence school plays a vital role in moulding the personality of each individual. Hence, the present study aims to know and compare the level of student's problem of adolescent boys and girls and emphasizes the need for life skills by adopting Descriptive Research Design. The researcher will administer Students Problem Inventory developed by Dr. Harkant Badami in 1977 and the reliability coefficient is 0.832. Hence the researcher has selected one boy's school and one girl's school for the study. The universe of the study consist of 400 students studying in IX standard and the researcher collected data from 200 students (boys – 100, Girls – 100) by using stratified proportionate sampling method and data will be analyzed and necessary life skills Intervention will be suggested to promote well being of school students.

KEYWORDS: Adolescence, School, Problems of Boys and Girls, Behaviour Problems, Life Skills

INTRODUCTION

Adolescence is a crucial period of transition from childhood to adulthood. At this stage, the adolescent tries to withdraw the earlier childhood habits and develops new ideas and habits. It is at this stage the individual undergoes physical, emotional, social, moral and spiritual changes. These changes are more rapid and bring about lot of differences in their perception and attitude which is reflected in their behaviours.

Adolescent students spend nearly seven to eight hours in school. Thus school plays a vital role in shaping the personality of adolescent students. It is an important source of socialization for adolescents which enables them to find new friends to share their feelings, experiences and join hands with peers in times of stress. It is a place where they learn new and develop creative ideas, strengthen their skills, talents and expose their good qualities to others.

Adolescence face many challenges in this teenage which may be

- physical changes such as overweight or underweight, tall or short, loss of hair, pimples, facial skin colour and thus physical appearance pose a major threat to the adolescent make them to be very conscious and in absence of it make them to feel shy and develop inferiority complex.
- Emotional changes such as being nervous while talking with other people in general and especially with opposite gender, feeling lonely, unable to accept criticism either from their parents or significant others, carelessness, stubborn in decisions relating to their life style, unable to understand themselves, taking revenge, unable to control their own temperament, unable to cope up with difficult situations etc.

- Concern towards Friendship, sex and marriage also affect the growth of adolescents in the form of having too much attraction towards opposite gender, day dreaming, not having enough or sufficient knowledge about sex, not knowing the difference between friendship and love, failure in love, bullying among the friends, influence of peer pressure act as a major threat for their positive growth and development.
- Scholastic backwardness due to poor concentration, poor learning ability of the adolescent students as they are preoccupied with other things in their mind, unable to select the right course of their choice, not able to grasp the class room lecture, poor attention by the teachers, unable to maintain cordial relationship with the teachers, poor communication skill, afraid of examination, unable to get proper guidance either from their teachers nor from their parents also disturb their development.
- Social Problems in the form of not adjusting with other members in the family, community or neighbours, not able to get recognition from the society and not maintaining cordial relationship with others in the society
- Poor understanding from their parents who are not able to recognize and nourish the good qualities in the adolescents, spending very little time with the adolescent children and forcing them to study always even without relaxation, elders finding fault with the work of the adolescent and parents suspect their adolescent children which pave way for creating problems
- Economic and material facilities available at home for the adolescent students such as not having enough clothes, not able to get nutritious food, not having the necessary infra structural facilities at home due to poor economic condition of their parents also have an impact on the positive development of the adolescence

Both adolescent boys and girls have problems but they differ in their types and degrees. Boys have problems related to economic independence, information related with opposite gender whereas the problems of adolescent girls relate making their appearance more attractive, health and may have unfulfilled desires. These problems hinder the positive growth of both adolescent boys and girls students.

REVIEW OF LITERATURE

Jenifer Boldero (1995) made a study on the “Adolescent Help seeking behaviour” among 1013 adolescent students revealed that their major problem were related to family relationship, interpersonal relationship, education and health dimension

Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14 to 16 years) with reference to their emotional, social and educational sphere. The sample consisted of 30 rural boys and 30 rural girls between the age group of 14-16 years, studying in 8th to 10th standard in government co-educational school only. The adjustment inventory for school students’ constructed by Sinha and Singh (1984) was used for data collection. The study revealed that there were significant difference boys and their level of emotional adjustment whereas no significant difference was found in school, social and educational adjustment level

METHODS AND MATERIALS

Aims and Objectives

The present study aims to analyze and compare the problems of adolescent boys and girls students with the following objectives

- To analyze and compare the level of physical problems of adolescent boys and girls students

- To analyze and compare the level of self image, economic and material facility available for the adolescent boys and girls students
- To analyze and compare the family relationship, friendship, sex and marriage among the adolescent boys and girls students.
- To analyze and compare the educational problems, vocational, moral and social relationship among the adolescent boys and girls students.
- To suggest suitable measures to reduce the problems of adolescent boys and girls

Hypotheses

- There is a significant association between age and the level of adolescent students problems
- There is a significant differences between gender and the level of adolescent students problems

Research Design

The researcher has adopted a descriptive research design to describe and compare the problems of adolescent boys and girls students in various dimensions such as physical problems, self-image, educational problems, facilities available in the school, study habits, economic and material facility available at home, family relationship, friendship, sex and marriage, vocational, moral and social relationship among the adolescent boys and girls students.

Pilot Study

The study was conducted in one of the reputed Government Boys and Girls Higher secondary School, Trichy. The researcher interacted with few adolescence students studying in IX standard and explained them about the nature and purpose of the study and collected the data

Universe of the Study

The universe of the study is as follows

Table 1

Sl. No	Standard	Number of Students
1	Government Boys Higher secondary school, trichy	189
2	Government Girls Higher Secondary School, Trichy	194
	Total	383

Sampling Framework for the Study

The researcher has adopted stratified disproportionate random sampling by collecting data from 100 students in each school irrespective of the stratum which is shown as follows

Table 2

Sl. No	Standard	Number of Students	Sample Size
1	Government Boys Higher secondary school, trichy	189	100
2	Government Girls Higher Secondary School, Trichy	194	100
	Total	383	200

Hence the sample size is 200.

Tools of Data Collection

The researcher administered the Students Problem Inventory developed by D.Badami(1977) and it was administered with 10 students to find out the reliability of the inventory and it was found 0.832.

RESULTS AND DISCUSSIONS

Table 3: Socio Demographic Characteristics of Boys and Girls Students

S. No	Variable	No. of Respondents Boys – 100 Girls - 100	Percentage
1	Age		
	a. Male		
	13	20	20
	14	60	60
	15	20	20
	b. Female		
	13	16	16
	14	55	55
15	29	29	
2	Residence		
	a. Male		
	Urban	92	92
	Rural	8	8
	b. Female		
	Urban	95	95
Rural	5	5	
3.	Religion		
	a. Male		
	Hindu	11	11
	Muslim	85	85
	Christian	4	4
	b. Female		
	Hindu	63	63
	Muslim	29	29
Christian	8	8	
4.	Type of Family		
	a. Male		
	Joint family	30	30
	Nuclear family	70	70
	b. Female		
	Joint family	19	19
Nuclear family	81	81	
5.	Father's Education		
	a. Male		
	Illiterate	35	35
	High school	30	30
	Higher Secondary	12	12
	Graduation	10	10
	Father is no more alive	13	13
	b. Female		
	Illiterate	32	32
	High school	50	50
	Higher Secondary	7	7
Graduation	2	2	
Father is not alive	9	9	
6.	Mother's Education		
	a. Male		

Table 3 – Contd.,			
	Illiterate	45	45
	High school	29	29
	Higher Secondary	8	8
	Graduation	10	10
	Motheris no more alive	8	8
	b. Female		
	Illiterate	55	55
	High school	37	37
	Higher Secondary	5	5
	Graduation	2	2
	Motheris no more alive	1	1
	Father's Occupation		
	a. Male		
	Daily Labour	27	27
	Farmer	3	3
	Private employee	32	32
	Self employee	20	20
	Government employee	5	5
	b. Female		
	Daily Labour	60	60
	Farmer	3	3
	Private employee	18	18
	Self employee	7	7
	Government employee	4	4
	Mother's Occupation		
	a. Male		
	Home maker	64	64
	Private	13	13
	Self employee	14	14
	Government employee	1	1
	b. Female		
	Home maker	69	69
	Private employee	15	15
	Self employee	12	12
	Government employee	3	3

The table 3 shows that majority (60 percentage) of male respondents are in the age group of 14 years of age whereas slightly more than half(55 percentage) of female respondents are in the age group of 14 years of age. 20 percentage of male respondents are in the age group of 15 years of age whereas 29 percentage of female respondents are in the age group of 15 years of age.20 percentage of male respondents are in the age group of 13 years of age whereas 16 percentage of female respondents are in the age group of 13 years of age. It is inferred from the table 3 that vast majority (92 percentage) of the male respondents are residing in urban areas and vast majority (95 percentage) of female respondents are also residing in urban areas. 8 percentage of the male respondents are from rural areas whereas 5 percentage of the female respondents are from rural areas.

The table 3 reveals that vast majority (85 percentage) of male respondents belongs to Muslim religion whereas majority (63 percentage) of female respondents belongs to Hindu religion. 11 percentage of male respondents belong to Hindu religion whereas 29 percentage of female respondents belong to Muslim religion. 4 percentage of male respondents belong to Christian Religion whereas 8 percentage of female respondents belong to Christian religion.The table 3 shows that majority (70 percentage) of the male respondents are in nuclear family whereas majority (81 percentage) of female respondents are in nuclear family. 30 percentage of the male respondents are in joint family whereas 19 percentage of female respondents are in joint family.

It is inferred from the table 3 that more than one-third (35 percentage) of the male respondents fathers are illiterate whereas half (50 percentage) of the female respondents fathers have finished high school. 30 percentage of the male respondents fathers have finished high school whereas 32 percentage of the female respondents fathers are illiterate. 13 percentage of the male respondents fathers are not alive and 9 percentage of the female respondents fathers are not alive. 12 percentage of the male respondents fathers have studied higher secondary where as 7 percentage of female respondents fathers have done higher secondary school. 10 percentage of the male respondents fathers have finished graduation whereas 2 percentage of female respondents fathers have finished graduation.

It is inferred from the table 3 that more than one-third (45 percentage) of the male respondents mothers are illiterate whereas more than half (55 percentage) of the female respondents mothers are illiterate. 29 percentage of the male respondents mothers have done high school where as more than one-third (37 percentage) of the female respondents mothers have done high school. 10 percentage of male respondents mothers have done graduation whereas 5 percentage of female respondents mothers have done higher secondary school. 8 percentage of male respondents mothers have done higher secondary whereas 2 percentage of female respondents mothers have done graduation. 8 percentage of male respondent's mothers are not alive whereas 1 percentage of female respondent's mothers are not alive.

It is revealed from the table 3 that 32 percentage of the male respondents fathers are private employees whereas majority (60 percentage) of the female respondents fathers are engaged in daily labour. 27 percentage of male respondents fathers are daily labour whereas 18 percentage of the female respondents fathers are private employees. 20 percentage of the male respondents fathers are self-employed whereas 7 percentage of the female respondents fathers are self-employed. 5 percentage of the male respondents fathers are government employees whereas 4 percentage of the female respondents fathers are government employees. 3 percentage of the male respondents fathers are farmers similarly 3 percentage of the female respondents fathers are farmers.

It is revealed from the table 3 that majority (64 percentage) of male respondents mothers are home maker whereas majority (67 percentage) of the female respondents mothers are home maker. 14 percentage of male respondents mothers are self-employed whereas 15 percentage of female respondents mothers are private employees. 13 percentage of male respondents mothers are private employees whereas 12 percentage of female respondents mothers are self-employed. 1 percentage of the male respondents mothers are government employees whereas 3 percentage of female respondents mothers are government employees.

Table 4: Levels of Various Dimensions of Adolescent Students Problems

Variable	Male		Female	
	No. of Respondents	Percentage	No. of Respondents	Percentage
Physical and Health Problems				
Low	58	58	52	52
High	42	42	48	48
Self and Self Image				
Low	56	56	53	53
High	44	44	47	47
Economic and Material Facility				
Low	59	59	50	50
High	41	41	50	50
Friendship, Sex and Marriage				
Low	54	54	47	47
High	46	46	53	53
Family Relationship				
Low	52	52	54	54

High	48	48	46	46
Social Relationship				
Low	50	50	63	63
High	50	50	37	37
Education				
Low	49	49	56	56
High	51	51	44	44
Vocational				
Low	38	38	63	63
High	62	62	37	37
Moral, Customs and Religion				
Low	43	43	58	58
High	57	57	42	42
Overall Levels of Students Problem				
Low	50	50	53	53
High	50	50	47	47

It is inferred from the table 4 that as far as physical and health problems are concerned, slightly more than half (58percentage) of male respondents have low level of physical and health status whereas half (52 percentage) of female respondents have low level of physical and health status. 42 percentage of male respondents have high level of physical and health problems whereas 48 percentage of female respondents have high level of physical and health status.

The table 4 indicates that slightly more than half (56 percentage) of male respondents have low levels of self-image whereas 53 percentage of female respondents have low level of self-image. This study is consistent with the study made by Jenifer Boldero who revealed that adolescent students have problems in their inter-personal relationship. 44 percentage of male respondents have high level of self – image whereas 47 percentage of female respondents have high level of self – image.

The table 4 indicates that more than half (59 percentage) of male respondents have low level of economic and material facility whereas half (50 percentage) of female respondents have low level of economic and material facility. 41 percentage of male respondents have high level of economic and material facility whereas half (50 percentage) of female respondents have high level of economic and material facility.

It is inferred from the table 4 that more than half (54 percentage) of male respondents have low concern towards friendship marriage and sex whereas more than half (53 percentage) of female respondents have high concern towards friendship marriage and sex. 46 percentage of male respondents have high concern towards friendship marriage and sex whereas 47 percentage of female respondents have low concern towards friendship marriage and sex.

The table 4 shows that more than half (52 percentage) of male respondents have low level of family relationship whereas more than half (54 percentage) of female respondents have low level of family relationship. This study is consistent with the study made by Jenifer Boldero who revealed that adolescent students have problems in their family relationship. 48 percentage of male respondents have high level of family relationship whereas 46 percentage of female respondents have high level of family relationship. It is inferred from the table 4 that half (50 percentage) of male respondents have low level of social relationship whereas majority (63 percentage) of female respondents have low level of social relationship. Half (50 percentage) of male respondents have high level of social relationship whereas 37 percentage of female respondents have high level of social relationship

It is inferred from the table 4 that 51 percentage of male respondents have high concern towards education whereas 56 percentage of female respondents have low concern towards education. 49 percentage of male respondents

have low concern towards education whereas 44 percentage of female respondents have high concern towards education. This study is consistent with the study made by Jenifer Boldero who revealed that adolescent students have problems in their education

The table 4 indicates that 62 percentage of male respondents have high concern towards vocational status whereas 63 percentage of female respondents have low concern towards vocational status. 38 percentage of male respondents have low concern towards vocational status whereas 37 percentage of female respondents have high level of vocational status.

It is inferred from the table 4 that more than half (57 percentage) of male respondents have high level of moral, customs and religious concern whereas 58 percentage of female respondents have low level of moral, customs and religious concern. 43 percentage of male respondents have low level of moral, customs and religious concern whereas 42 percentage of female respondents have high level of moral, customs and religious concern.

It is inferred from the table 4 that 50 percentage of male respondents have low level of overall student's problem whereas 53 percentage of female respondents have low level of overall student's problem. Half (50 percentage) of male respondents have high level of overall student's problem and 47 percentage of female respondents have high level of overall student's problem.

Table 5: Association between Age and Various Dimensions of Adolescent Student's Problems in General

Age	Level of Students Problem		Total	Statistical Inferences
	Low	High		
Physical and Health				$X^2 = 6.182$
13	24	12	36	df = 3
14	65	50	115	$P > 0.05$
15	21	28	49	Not significant
Self and Self Image				$X^2 = 7.855$
13	21	15	36	df = 3
14	65	50	115	$P < 0.05$
15	23	26	49	Significant
Economic and Material Facility				$X^2 = 9.547$
13	21	15	36	df = 3
14	70	45	115	$P < 0.05$
15	18	31	49	Significant
Friendship, Sex and Marriage				$X^2 = 8.131$
13	23	13	36	df = 3
14	58	57	115	$P < 0.05$
15	20	29	49	Significant
Family Relationship				$X^2 = 15.879$
13	23	13	36	Df = 3
14	69	46	115	$P < 0.01$
15	14	35	49	Significant
Social Relationship				$X^2 = 5.018$
13	24	12	36	Df = 3
14	66	49	115	$P > 0.05$
15	23	26	49	Not significant
Education				$X^2 = 15.136$
13	21	15	36	Df = 3
14	70	45	115	$P < 0.01$
15	14	35	48	Significant
Vocational				$X^2 = 21.463$
13	23	13	36	Df = 3

14	67	48	115	P< 0.01
15	11	38	49	Significant
Moral, Customs and Religion				$X^2 = 2.172$
13	19	17	36	Df = 3
14	61	54	115	P > 0.05
15	21	28	49	Not significant
Overall Levels of Students Problem				$X^2 = 13.831$
13	21	15	36	Df = 3
14	68	47	115	P< 0.01
15	14	35	49	Significant

The table 5 indicates that there is significant association between age and few dimensions of adolescents students problem such as self image($X^2=7.855$, $P<0.05$), Economic and material facility($X^2=9.577$, $P<0.05$), Friendship marriage and sex($X^2=8.131$, $P<0.05$), family relationship($X^2=15.879$, $P<0.01$), Education ($X^2=15.136$, $P<0.01$), Vocational ($X^2=21.463$, $P<0.01$), and overall level of students problems($X^2=13.831$, $P<0.01$) where as there is no significant association between age and few dimensions of adolescent students problem such as physical and health($X^2=6.182$, $P>0.05$),social relationship($X^2=5.018$, $P>0.05$) and moral, customs and religious concern($X^2=2.172$, $P>0.05$)

Table 6: Wilcox on Sign Rank Test between Boys and Girls Adolescent Students with Regard to Various Dimensions of Their Problems

Variable	Mean	SD	Statistical Inferences
Physical and Health			Z = 0.193
Boys	24.9000	3.6639	P > 0.05
Girls	24.8100	2.8663	Not Significant
Self and self image			Z= 0.151
Boys	93.7900	14.9032	P > 0.05
Girls	93.5000	11.3346	Not Significant
Economic and Material facility			z = -0.288
Boys	20.6600	4.0557	P > 0.05
Girls	20.8200	3.6192	Not Significant
Friendship, sex and marriage			z = -0.220
Boys	27.2800	4.7056	P > 0.05
Girls	27.4100	3.6378	Not Significant
Family Relationship			Z = -0.120
Boys	45.1500	7.8010	P > 0.05
Girls	45.2700	6.6770	Not Significant
Social Relationship			Z = 2.159
Boys	30.2300	7.8010	P < 0.01
Girls	28.6700	6.6770	Significant
Education			Z = 1.520
Boys	57.4600	10.2093	P > 0.05
Girls	55.6000	7.8147	Not Significant
Vocational			Z = 3.989
Boys	12.1700	2.8250	P < 0.01
Girls	10.6900	2.1913	Significant
Moral, customs and religion			Z = 1.536
Boys	22.6200	4.5322	P > 0.05
Girls	21.6500	4.1228	Not Significant
Overall level of students problem			Z = 0.960
Boys	3.3426	50.7876	P > 0.05
Girls	3.2842	33.4015	Not Significant

It is inferred from the table no:6 that there is a significant difference between boys and girls with regard to the level of student's problem in few dimensions such as social relationship($Z=2.159, P<0.05$) and vocational skill($Z=3.989, P<0.05$) where as there is no significant differences between boys and girls with regard to the level of students problems in various dimensions such as self image($Z=0.151, P>0.05$), Economic and material facility($Z=-0.028, P>0.05$), Friendship marriage and sex($Z=-0.0220, P>0.05$), family relationship($Z=-0.120, P>0.05$), Education ($Z=1.520, P>0.05$) The findings of this study are in consistent with the findings of Shalu and Audichya who laid emphasize that there is no significant differences between boys with regard to their level of educational adjustment and, Moral, customs and religion($Z=1.536, P>0.05$) and overall level of students problem($Z=0.960, P>0.05$)

Social Work Interventions to Adolescent School Students

Based on the findings of the study the researcher suggests that adolescent school students need life skills such as making a wise decision, thinking creatively, thinking rationale, empathy, problem solving ability, communication skill, inter-personal relationship, managing the emotions, managing the stress and self awareness as these abilities will enable to cope up with their lives and to develop their personality. Hence these life skills can be developed among the adolescent students through various techniques such as debates, group discussion, role play, quiz, case studies and situation analysis. These techniques will enable the students to enrich their skills and to promote positive behaviour in them.

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